

# Village Montessori Nursery School

Rowlands Castle Parish Hall, 11 Links Lane, Rowlands Castle PO9 6AD



<b>Inspection date</b>	10 July 2019
Previous inspection date	24 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The highly-qualified manager and experienced staff, effectively use the Montessori teaching method to support children's learning well. They provide a challenging and stimulating environment and encourage children to choose their own activities. Children are well motivated and make good progress from their developmental starting points.
- The manager and staff are enthusiastic, nurturing and positive. They get to know children extremely well and help them to form strong relationships. Children are very happy and secure, and thoroughly enjoy their time at the setting.
- The manager and staff work well to effectively evaluate the quality of the provision and their practice. They actively include parents and children in the process and make continuous improvements to the quality of children's care and learning.
- Parent partnerships are strong. Staff regularly share children's development records and give parents helpful ideas for how they can support children's learning at home. Parents appreciate the individual support they receive very much.
- Staff support children who speak English as an additional language to hear and build upon words in their home language as well as English, to support good language skills.
- The manager does not precisely monitor the progress different groups of children make in their learning to help close potential gaps and support rapid progress for all children.
- At times staff overly direct children's imaginary play, and do not fully encourage them to develop and follow their own ideas creatively.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- monitor the progress children make more precisely to support specific groups of children further and identify any potential gaps in provision to help children make rapid progress
- support children's imaginary play more effectively to consistently encourage them to develop and follow their own creative ideas.

### Inspection activities

- The inspector observed teaching practices and the impact on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

**Inspector**  
Ben Parsons

## Inspection findings

### Effectiveness of leadership and management is good

The ambitious manager closely monitors and evaluates the effectiveness of the environment and ensures that it meets the needs of children successfully. She confidently leads her staff team by example and consistently models good practice. She provides effective support, training and guidance to continuously improve teaching. For example, staff have recently developed their understanding of the early years foundation stage and how to support all areas of learning in exciting and stimulating ways. They also now focus on a different letter each week, planning varied experiences beginning with that letter, such as inviting a doctor into the setting on 'd' week. Safeguarding is effective. The manager and staff attend regular safeguarding training and have a thorough understanding of how to deal with any child protection concerns, including extremism.

### Quality of teaching, learning and assessment is good

The manager and staff observe individual children closely and assess their development precisely. They use this information successfully to engage children in varied and challenging learning. For example, children eagerly transfer water from one bottle to another using pipettes and show increasing skill and concentration in their efforts. Staff demonstrate new skills for children, such as how they can use folded paper to create butterfly prints. Children watch keenly, follow instructions well and show a 'can do' attitude as they carefully paint and fold one half of the paper to make their own butterfly. Staff join in well with children's play and offer further challenge skilfully when needed.

### Personal development, behaviour and welfare are good

Children are very confident and independent. They are respectful of the nursery equipment and make sure that they reset each activity tray after they finish, so that it is ready for the next child. Children enjoy continuous access to physical play and exercise, such as playing in the very well-resourced outdoor space and on trips to local woodlands. They develop strong physical skills, such as when confidently completing challenging obstacle course relays in preparation for an upcoming sports day. Children behave well, develop positive social skills and make trusting friendships. They learn about each other's different lives through conversation, books and activities and are inquisitive and respectful of cultural differences.

### Outcomes for children are good

Children are very eager learners, who are consistently willing to try new challenges. They enjoy choosing from the wide range of activities and concentrate well. For example, children carefully complete challenging alphabet puzzles and order different length sticks by size with ease. Children count confidently and match written numbers to quantities. They are beginning to write their name on finished artwork and show strong self-esteem, proudly celebrating their achievements. Children communicate very well and delight in counting in different languages during group times, sharing their knowledge with pride. Children gain the skills needed for the next stage in their learning and for school and children who speak English as an additional language catch up quickly.

## Setting details

<b>Unique reference number</b>	EY482496
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10076308
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Purchase, Kwai-Fong
<b>Registered person unique reference number</b>	RP907962
<b>Date of previous inspection</b>	24 May 2016
<b>Telephone number</b>	07825290124

Village Montessori Nursery School registered in 2014 and is privately owned. It operates from a parish hall in Rowlands Castle, Hampshire. The nursery is open on Monday, Wednesday and Thursday from 8.30am to 5.30pm and on Tuesday from 8.30am to 4.15pm, during school term times. There are four members of staff, all of whom hold early years qualifications between early years teacher status and level 3. The nursery receives funding to provide free early education for children aged two and three years. The nursery follows the Montessori educational philosophy.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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